

# Texas Education Agency Standard Application System (SAS)

## 2018-2019 Technology Lending

<b>Program authority:</b>	General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 <sup>th</sup> Texas Legislature; Texas Education Code Section 32.301	<b>FOR TEA USE ONLY</b> Write NOGA ID here:
<b>Grant Period:</b>	May 1, 2018, to August 31, 2019	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 2018 FEB -6 PM 11:10 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div>
<b>Application deadline:</b>	5:00 p.m. Central Time, February 6, 2018	
<b>Submittal information:</b>	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	
<b>Contact information:</b>	Kathy Ferguson: techlending@tea.texas.gov; (512) 463-9087	

### Schedule #1—General Information

<b>Part 1: Applicant Information</b>						<b>Amendment #</b>	
Organization name		County-District #					
Winters ISD		200-904					
Vendor ID #		ESC Region #					
1-75-6002796-7		15		City		State	ZIP Code
				Winters		TX	79567
Mailing address 603 N. Heights Street							
<b>Primary Contact</b>				<b>Title</b>			
First name		M.I.	Last name		Technology Director		
Billy			Mobley		FAX #		
Telephone #		Email address			325-754-5374		
325-754-5574		billy.mobley@wintersisd.org					
<b>Secondary Contact</b>				<b>Title</b>			
First name		M.I.	Last name		Superintendent		
Bruce			Davis		FAX #		
Telephone #		Email address			325-754-5374		
325-754-5574		bruce.davis@wintersisd.org					

**Part 2: Certification and Incorporation**

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

**Authorized Official:**

First name  
Bruce

Telephone #  
325-754-5574

Signature (blue ink preferred)

M.I.  
Davis

Email address  
bruce.davis@wintersisd.org

Title  
Superintendent

FAX #  
325-754-5374

Date signed

2-2-2018

*Only the legally responsible party may sign this application.*

701-18-103-137

**Schedule #1—General Information**

County-district number or vendor ID: 200-904

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	See Important Note For Competitive Grants*	<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6200 on Schedule #6—Program Budget Summary, then Schedule #8—Professional and Contracted Services (6200) is required. If it is either blank or missing from the application, the application will be disqualified.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 200-904

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1	LEA Technology Plan Template	If an LEA does not have a 2016–2017 Technology Plan on file with TEA, it must show evidence of a current local technology plan on participating campuses by completing the LEA Technology Plan Template.

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 200-904

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home
5.	The applicant understands that equipment purchased with Technology Lending Grant funds is the property of the LEA.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has a 2016–2017 LEA technology plan on file with TEA, or that it will show evidence of a current local technology plan on participating campuses by completing the Required Program-Related Attachment outlined on page 18 of the Program Guidelines.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into the LEA's technology plan.
12.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #5—Program Executive Summary**

County-district number or vendor ID 200-904

Amendment # (for amendments only):

List the campuses that will be served with these funds. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Winters Elementary Campus

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary.

**Overview of Lending Program** Winters ISD (WISD) is applying for its first-ever Technology Lending Program grant to fully engage 3<sup>rd</sup>-5<sup>th</sup> grade students in meaningful learning through modern digital tools and resources. The goal of the project is to be a student-driven project that will support **personalized learning** 24 hours a day, 7 days a week through a lending project. The lending project will include a robust technology infrastructure, online digital resources, and Internet access at home. This project is also aligned with the educational goal of Winters ISD *to help every child succeed*. Helping every child is what this project will do. An overwhelming majority of the students are economically disadvantaged, at-risk and highly-mobile. Many students do not have access to computers or the Internet at home. There are no other educational facilities, public library, community facility or youth clubs to serve as a safety-net for students in need of supplemental educational services. All school and community events take place at Winters School. The school is the heart of this small community.

**Lending Project Budget** The Technology Team (Team) developed a comprehensive budget in the amount of \$49,125. Laptops will be purchased for the first-ever 3<sup>rd</sup>-5<sup>th</sup> grade lending program. In addition to purchasing laptops, WISD will purchase carrying cases and a data plan so students can have Internet access for on-demand, anytime, anywhere extended learning while at home. The students will use laptops along with digital instructional materials that are aligned with TEKS and STAAR, and Internet on a daily basis for: 1) differentiated instruction for the diverse learners, as some students need academic acceleration or remediation on a daily basis; 2) project-based learning; 3) building technology literacy; and 4) developing a solid foundation in the core curriculum areas of math, science, reading, and ELA in order to reach challenging academic standards.

**Winters ISD Demographics** WISD is a small, rural district situated between Abilene and San Angelo. Due to its small size and agriculture economy, Winters operates with limited financial resources, and serves K-12 students who have significant barriers and gaps to overcome. WISD serves approximately 513 students enrolled in grade PreK-12 at three Title 1 campuses. **An overwhelming 70% of the districts' students are identified as Economically Disadvantaged, 57% are At-Risk, and 9.2% are participating in special education programs as documented by the 2016-17 Texas Academic Performance Report. Academically, the students are low-performers on state assessments as the average passing rate on the 2017 STAAR test and Endo fo Course Exams is 66%.** Though the students and teachers have many barriers and gaps to overcome, WISD is committed to implementing programs to help each child succeed academically.

**Needs Assessment Process** Planning for the project involved a comprehensive needs assessment process led by the Technology Team. They reviewed K-12 student data, the district and campus technology infrastructure, and professional development data. They used the data to pinpoint strengths and weakness, identify specific needs as well as prioritize campuses, subject areas and grade levels as well as develop the project goals, activities and budget.

**Lending Project Management Plan** This technology lending project has a well thought-out and carefully-crafted management plan. The Superintendent will have final oversight and decision-making over the program. He will meet with the elementary principal, technology director and business manager on a regular basis to ensure the project is being implemented on-time and within budget. The Elementary Principal who will serve as the Project Director will conduct classroom observations and review lesson plans to ensure teachers are integrating the laptops, online curriculum and resources, and the Internet into the instructional process. The Technology Director will purchase laptops and a data plan. He will ensure all digital instructional materials are accessible at school and through the loaned laptops. He will ensure the laptops are interoperable with other technology components in the classroom and throughout the school campus, and will ensure students have Internet access while at home. He will manage the local WiFi network, be responsible for maintaining and accounting for all equipment, and provide the teachers and students with ongoing technical and pedagogical support. The Business Manager will be responsible for the financial management of the grant. She will maintain all financial records according to local and TEA guidelines. The Technology Team (district and campus administrators, teachers, parents, community members) will conduct an in-depth project evaluation.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 200-904

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

**Evaluation** The Technology Team will collect qualitative and quantitative data to determine the extent to which the activities of the project are being implemented as planned; how effective the activities are in meeting the stated goals and objectives; and what impact the lending project is having on the program participants. Based upon the data, they will make recommendations to the WISD lending project.

**Statutory Requirements** This grant application addresses the 1 statutory requirement of how Winters will use funds to implement or enhance a technology lending program to loan students the equipment necessary to access and use electronic instructional materials. Specifically, Winters ISD will use grant funds to purchase laptops to offer the first-ever technology lending program in grades 3-5. The laptops will be available during the school day and for check-out for home use to access the Internet and electronic instructional materials so students can have a digital rich online learning format to engage in project-based and enrichment learning.

**TEA Requirements** Winters will adhere to the 7 TEA requirements (further noted in **bold**) specifically, the **goal** of the project is to be a student-driven project that will support personalized learning 24 hours a day, 7 days a week through a lending project. The laptops will come equipped with WiFi and 3G/4G **Internet Access** so students can have **off-site, on-demand access** while off-site or at home. The use of the laptops and lending program will **align** with the online curriculum, the technology-driven instruction, and a 21<sup>st</sup> century classroom management. The students will use the laptops to access core and supplemental curriculum **electronic instructional materials**. The campus has a robust **technology infrastructure** including a local area network with Cat 5 wiring, hubs, switches and routers and direct connection to Internet. The entire campus including the library, common areas, classrooms and offices are Internet-ready through wired connections and numerous wireless access points (WiFi). The Technology Director will provide ongoing **tech support** to both the teachers and students. He will teach them how to use the device, will troubleshoot, and keep the laptops in proper working condition with up-to-date operating software and to ensure students do not visit inappropriate websites. The librarian will be responsible for **checking-out and checking-in the laptops**. The Technology Director will adhere to district policies to **account for the technology**. Finally, students and their parents/guardian must sign a Technology Lending Agreement, which also must verify that students receiving Internet Access at home have demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications TEKS. It's important to note that Winters is **committed** to a technology lending program now and in the future. Through federal, state and local funding, Winters ISD will continue to expand the technology lending program into other grades at the elementary campus.

**Priorities for Funding** This project meets the following priorities for funding: Winters ISD has not previously received funding from either of the prior Technology Lending Program grants and is therefore eligible to receive 10 priority points.

**For TEA Use Only**

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 200-904			Amendment # (for amendments only):		
Program authority: General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 <sup>th</sup> Texas Legislature; Texas Education Code Section, 32.301					
Grant period: May 1, 2018, to August 31, 2019			Fund code: 410		
<b>Budget Summary</b>					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	\$6,000	\$0	\$6,000
Schedule #9	Supplies and Materials (6300)	6300	\$0	\$0	\$0
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$0	\$0
Schedule #11	Capital Outlay (6600)	6600	\$43,125	\$0	\$43,125
Total direct costs:			\$49,125	\$0	\$49,125
Percentage% indirect costs (see note):			N/A	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			<b>\$49,125</b>	<b>\$0</b>	<b>\$49,125</b>
<b>Administrative Cost Calculation</b>					
Enter the total grant amount requested:					\$49,125
Percentage limit on administrative costs established for the program (15%):					× .15
Multiply and round down to the nearest whole dollar. Enter the result.					
This is the maximum amount allowable for administrative costs, including indirect costs:					\$7,368

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

**For TEA Use Only**

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

**Schedule #8—Professional and Contracted Services (6200)**

County-district number or vendor ID: 200-904

Amendment # (for amendments only):

**NOTE:** Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

**Professional and Contracted Services**

#	Description of Service and Purpose	Grant Amount Budgeted
1	Data plan and/or home Internet Access	\$6,000
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
a. Subtotal of professional and contracted services:		\$
b. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a and b) Grand total		\$6,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:



<b>Schedule #9—Supplies and Materials (6300)</b>		
County-District Number or Vendor ID: 200-904		Amendment number (for amendments only):
<b>Supplies and Materials Requiring Specific Approval</b>		
		<b>Grant Amount Budgeted</b>
6300	Total supplies and materials that do not require specific approval:	\$
<b>Grand total:</b>		<b>\$</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

<b>For TEA Use Only</b>	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

<b>Schedule #10—Other Operating Costs (6400)</b>		
County-District Number or Vendor ID: 200-904		Amendment number (for amendments only):
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6400	Operating costs that do not require specific approval:	\$
<b>Grand total:</b>		<b>\$</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

#### For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

**Schedule #11—Capital Outlay (6600)**

County-District Number or Vendor ID: 200-904		Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
<b>66XX—Computing Devices, capitalized</b>				
1	Laptops with carrying case and warranty for use at school and home	75	\$575	\$43,125
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
<b>66XX—Software, capitalized</b>				
11			\$	\$
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
<b>66XX—Equipment, furniture, or vehicles</b>				
18			\$	\$
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
<b>Grand total:</b>				<b>\$43,125</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

**For TEA Use Only**

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 200-904

Amendment # (for amendments only):

**Part 1: Student Demographics of Population To Be Served With Grant Funds.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	109	81%	81% eco disadvantaged overwhelmingly exceeds the State percentage of 59% economically disadvantaged
Limited English proficient (LEP)	5	4%	46.8% of the students are identified as at-risk
Disciplinary placements	3	2.1%	17.3% of the students are highly-mobile, which exceeds the State percentage of 16.2% highly-mobile
Attendance rate	NA	96.3%	63% of the students are Hispanic
Annual dropout rate (Gr 9-12)	NA	NA	

**Part 2: Students To Be Served With Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

**School Type:** ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

**Students**

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
				46	40	49								135

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #13—Needs Assessment**

County-district number or vendor ID: 200-904

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Needs Assessment Process** The Technology Team led the needs assessment. They reviewed K-12 student data, the district and campus technology infrastructure, and professional development data. They used the data to pinpoint strengths and weakness, identify specific needs as well as prioritize campuses, subject areas and grade levels. The needs assessment process was also used to develop the project goals, activities and budget.

In evaluating K-12 student demographics and student academic performance using the 2016-17 Texas Academic Performance Report from the TEA website, along with Technology Skills data and home Internet Access data, the Team identified glaring discrepancies that exist, such as:

- Only grades 6-12 have laptops to checkout
- The elementary campus has a large percentage of economically disadvantaged students, at-risk students, and highly-mobile students
- Academically, the elementary students are low-performers on state assessments as the average passing rate on the STAAR test is 66%.
- Not all of the elementary students are proficient in the Technology Applications TEKS
- The largest concentration of students without home Internet is students in at the elementary campus as almost 20% do not have Internet at home

In evaluating the professional development, the Team noted that all K-2 teachers have participated in professional development activities through Region 15 ESC that support teachers' knowledge, skills and capacity to fully integrate advanced technologies into curricula and instruction and use those technologies on a daily basis to 1) create new learning environments, 2) access and retrieve Internet-based learning resources to develop curricula and instructional materials; 3) teach effectively in the online environment; and 4) lead to improvements in the classroom instruction in the core academic subjects that effectively prepare students to meet challenging State academic content standards including increasing student technology literacy and student academic standards.

Though student hand-held technology is not available at the elementary campus, the Team determined that technology in place within the campus and a current lending program exists. The campus has a robust technology infrastructure including a local area network with Cat 5 wiring, hubs, switches and routers and a direct connection to the Internet. The entire campus including the library, common areas, classrooms and offices are Internet-ready through wired connections and numerous wireless access points (WiFi). Digital instructional materials have been adopted by the Winters ISD Board of Trustees for all of the core courses.

**Campus to be Served** This grant will serve the elementary campus, specifically grades 3-5. This campus was chosen because the other campuses already have laptops to checkout. Grades 3-5 were chosen because of the large percentage of economically disadvantaged, at-risk and highly mobile students within these grades. These children are most likely to "fall through the cracks" and continue to be at-risk of academic failure.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 200-904

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Need to implement the first-ever technology lending program in grades 3-5 to ensure equitable access to technology at home among the 81% economically disadvantaged students; 46.8% at-risk; and 17.3% highly mobile students.	Technology Lending Program (TLP) grant will provide Winters with the financial resources to address the need for laptops in grades 3-5. The laptops will be used at school and home as part of a home-lending program to provide students with personalized learning.
2.	Need for laptops, as part of the lending program, to access to the Internet while at students' home.	TLP funds will purchase laptops with access to the Internet so 3 <sup>rd</sup> -5 <sup>th</sup> grade students can check-out an laptops to address the need for on-demand access to the Internet while at home.
3.	Need for curriculum and instruction to be redesigned to incorporate online instructional materials.	The laptops will access recently adopted math, science, reading, and ELA online instructional materials so <ol style="list-style-type: none"> <li>1) students can reinforce the skills they learned during the school day; and</li> <li>2) students can engage in project based and enrichment learning activities</li> </ol>
4.	Need to implement the first-ever lending program in 3 <sup>rd</sup> -5 <sup>th</sup> grade to offer opportunities for project-based and enrichment learning activities in math, reading, science and ELA in an effort to improve academic achievement as measured by STAAR.	Using TEKS aligned online core and supplemental instructional materials in the areas of math, reading, ELA science along with laptops will improve student achievement among all students including those in subgroups (economically disadvantaged, at-risk, with learning disabilities, and highly mobile) in the core content areas as measured by benchmark and state assessments.
5.	Need to implement the first-ever lending program in 3 <sup>rd</sup> -5 <sup>th</sup> grade in an effort to improve proficiency on the Technology TEKS.	Laptops combined with TEKS aligned technology-based curriculum will allow for: <ol style="list-style-type: none"> <li>1) greater levels of student interest, inquiry, analysis, collaboration, creativity, and content production; and</li> <li>2) Students demonstrating proficiency on the Technology Applications TEKS.</li> </ol>

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #14—Management Plan**

County-district number or vendor ID: 200-904

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	District-Level Administrator	Superintendent, Bruce David, is a highly-educated and well-qualified leader who brings 34 years of educational experience to the project. He has 10 years experience as a Superintendent, 11 years as a Principal and 13 years as a classroom teacher. His credentials include a Mid-Management and Superintendent Certificate.
	Campus Principal	Principal, Kari Calcote, brings 11 years of educational experience to the table. She has been a principal for 2 years, worked at the service center for 2 years, 2 years as a diagnostician, 2 years as a behavior specialist and 3 years as a classroom teacher.
2.	Technology Director	Technology Director, Billy Mobley, will serve as the Project Director for this important project. He brings a wealth of technology knowledge to the project as he has 11 year experience as a technology director, 6 years as a technology engineer and 5 years business technology experience.
3.	Business Manager	The Windters ISD Business Manager has successfully managed numerous Federal and State grants ontime, within budget and according to fidelity. This project will be no different.

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Project Management	1. Ensure all laptop policies and procedures are in place	05/01/2018	05/30/2018
		2. Spend 100% of grant funds	05/01/2018	08/31/2019
		3. Provide WISD School Board with grant related reports	05/01/2018	08/31/2019
		4. File budget amendments and reports with TEA	05/01/2018	08/31/2019
2.	Laptop Implementation	1. Order 75 student laptops with WiFi capabilities, 3G/4G data plan and wireless routers	05/01/2018	08/31/2019
		2. Student use laptops to access core and supplemental digital instructional materials and the Internet	05/01/2018	08/31/2019
3.	Extended Learning Opportunities	1. Students checkout laptops for on-demand home use to access core and supplemental digital instructional materials and the Internet	06/01/2018	08/31/2019
		2. # and % of students who checked out laptops	06/01/2018	08/31/2019
		3. # and % of economically disadvantaged, at-risk and highly-mobile students participating in the lending program	06/01/2018	08/31/2019
		4. # and % of economically disadvantaged, at-risk and highly-mobile students participating in the lending program	06/01/2018	08/31/2019
		5. Begin to move closer to a 1:1 laptop/ student ratio	06/01/2018	08/31/2019
4.	Evaluation	1. # and names of courses using digital content	06/01/2018	08/31/2019
		2. Titles of digital materials used within courses as part of the technology lending program.	06/01/2018	08/31/2019
		3. # and % of teachers who leveraged electronic instructional materials	06/01/2018	08/31/2019
		4. # % of participating students who are proficient on the Technology Applications (TEKS) for their grade level	06/01/2018	08/31/2019

**Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.**

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

## Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 200-904

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

To solicit feedback and continuous improvement, the Technology Team will meet monthly to determine the extent to which the lending program activities are being implemented as planned; how effective the activities are in meeting the stated goals and objectives; and what impact the project is having on the program participants. As part of the evaluation process, the Team will continuously:

- 1) Solicit feedback.
- 2) Monitor the extent to which activities of the project were implemented as planned.
- 3) Assess the effectiveness of the activities in achieving the goals and objectives of the project and in meeting performance measurements.
- 4) Monitor and assess the impact of the project activities on all participants.
- 5) Extent to which the performance targets were met.
- 6) Provide ongoing monitoring which leads to reflective thinking, program change and continuous improvement.

All Winters ISD district and campus policies and procedures have been initially reviewed and will continue to be reviewed to ensure successful implementation of the 3<sup>rd</sup>-5<sup>th</sup> grade lending project. The Team will make adjustments to the program activities, curriculum, instruction, assessments, facilities, technology, professional development, budgeting and parent involvement as needed based on student data. All changes made at Team meetings will be communicated to the teachers at monthly campus meetings. At these campus meetings, the administrators will articulate clear expectations, roles and responsibilities and keep all teachers informed of all grant timelines and activities and will solicit comments, suggestions and feedback from the teachers to ensure continuous improvement in the operation of the project. In addition to face-to-face meetings, administrators will also communicate with teachers online through emails and the WISD website. Students and their parents will also have an opportunity to provide comments, suggestions and feedback regarding the project activities at school-sponsored meetings or through email correspondence with administrators. *It is the ongoing support of the teachers, students and parents that will ensure the technology lending program initiative at Winters School is a success and can be replicated among other small, rural districts.*

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

WISD has successfully coordinated local, state, and federal funds to establish a robust technology infrastructure throughout the campuses. For this project, the district will only use the 2018-19 Technology Lending Program grant to implement the first-ever lending program for 3<sup>rd</sup>-5<sup>th</sup> grade. WISD takes great pride in coordinating state and federally funded programs to maximize funds and provide as many successful programs and services as possible. Furthermore, the coordination of these funds will enable WISD to implement the lending grant activities in a timely manner, and in a process that will be most beneficial to the students. Winters ISD has other resources such as technology, district website, computer labs, and the campus meets all the accessibility requirements for children and families with special needs.

The Superintendent and Board of Trustees are committed to this project now and in the future and will allocate funding and resources to upgrade technology, educational tools, and materials to keep pace with the educational changes, technological changes, as well as parent and community expectations. They will also allocate funding for curriculum, instruction, technology, professional development special programs, student support programs, and supplemental educational programs. They can do this because they have a history of successfully implementing a variety of programs and services.

## For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:



**Schedule #15—Project Evaluation**

County-district number or vendor ID: 200-904

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Document implementation timelines -- Technology Director's Report	1.	Laptops ordered and available for check-out
		2.	Home Internet access available on all laptops
		3.	Online digital core curriculum accessible through laptops
2.	Document budget expenditures -- Financial reports	1.	Spend 100% of grant funds by 08/31/2019
		2.	File timely financial reports with TEA
3.	Evaluate student academic data	1.	Improve performance on STAAR for 3 <sup>rd</sup> —5 <sup>th</sup> graders by 10%
		2.	Improve performance on STAAR by 10% among subgroups of students
		3.	Increase the number of students who are proficient on the Technology Applications TEKS by 10%
4.	Evaluate student use of laptops -- Classroom observations; --laptop checkout logs;	1.	100% of used daily at school by 3 <sup>rd</sup> -5 <sup>th</sup> graders
		2.	100% of 3 <sup>rd</sup> -5 <sup>th</sup> grade students checkout a laptops for home use
		3.	Move closer to a 1:1 student/portable device ratio

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Team will develop a qualitative and quantitative data-gathering process for precise measurement. Data will be collected throughout the project period and will include:

- 1) Number and percent of students (by grade level) who checked out the laptops
- 2) Number and percent of economically disadvantaged students, at-risk and highly-mobile students participating in the technology lending program
- 3) Number and percent of economically disadvantaged students who had access to the Internet while at home
- 4) 1:1 ratio of technology devices to students
- 5) Number and names of courses using digital content
- 6) Titles of digital materials used within courses as part of the technology lending program grant
- 7) Number and percent of teachers who leveraged electronic instructional materials to students as a result of the technology lending program
- 8) Number and percent of participating students who demonstrate proficiency on the Technology Applications Texas Essential Knowledge and Skills (TEKS) for their grade level at the beginning and end of each year of the grant period.

**Winters agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. Winters will develop appropriate systems and processes to collect and report the required data.**

Implementing a technology lending program means that from time-to-time, policy issues may arise that needs to be addressed. Possible issues may include transfer of students between districts, class sizes, meeting the needs of students, administering assessments, grading policies, qualification of teachers, continued staff development of teachers and administrators, and copyright laws. Issues will be identified at Technology Leadership Team meetings. The issues will then be discussed with appropriate solutions identified in a timely manner. Some changes that are made will be communicated through letters home, meetings, emails, or the district website. Other changes to policies may need to be adopted by the Board of Trustees. Program deficiencies identified by the Technology Leadership Team will be used to make modifications as necessary in the interest of successfully achieving project goals and satisfaction of all stakeholders. The project director will generate a final evaluation report of the successful implementation of the goals, objectives, and activities of the project.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 200-904

Amendment # (for amendments only):

**Statutory Requirement 1:** Applicant must describe the availability of existing equipment to students in the LEA and other funding available for the purchase of student technology devices. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

At the present time there are ipads at the elementary campus for student use. The ipads are used mainly for students to access apps for reading, math and science. Though ipads are important technology tools, the ipad has word processing limitations. The 3<sup>rd</sup>-5<sup>th</sup> graders find themselves engaged in many writing projects in ELA, science and social studies and would greatly benefit from having access to laptops during the school day and while at home.

Due to the small size of Winters, the district has limited funding available. The district receives a few thousand dollars each year in combine Instructional Materials Allotment (IMA) funds and Title II Part D funds. Furthermore the district received limited property tax funds. Most properties in the Winters school district are agriculture properties and have reduced taxes through the ag-exemption laws. With limited funding the district does not have the financial resources to purchase technology devices for home use.

Winters ISD is not using funding through the Instructional Materials Allotment (IMA) to purchase lending equipment. Funds provided under the IMA are insufficient for Winters to purchase enough lending technology for every student who needs dedicated access to a device. Instead Winters ISD is using the Technology Lending Program to purchase lending equipment.

Though Winters is only using Technology Lending Program funds to purchase the lending equipment, it is important to note that Winters has a successful history of coordinating and maximizing their technology dollars from a variety of funding sources to better serve the needs of their teachers and students. The district will leverage funds from the Technology Lending Program grant, E-Rate, local tax revenues, Texas Technology Allotment, the Instructional Materials Allotment (IMA), Title I, Part A; Title II, Part A; and compensatory funds. It is these funds that are used to purchase technology infrastructure, technology components for classrooms, online curriculum, and diagnostic assessments. By leveraging these funds with the Technology Lending Program funds, Winters can put technology and digital content into the hands of students 24/7 for on-demand access to information to ensure that this technology lending program is an integral part of each students' own journey to academic success.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 200-904

Amendment # (for amendments only):

**TEA Program Requirement 1:** Describe how the technology lending program aligns with the existing mission and goals for the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The goal of this project is to be a student-driven project that will support **personalized learning** 24 hours a day, 7 days a week through a lending project. The lending project will include a robust technology infrastructure at school, online digital resources, and Internet access at home. This project is also aligned with the educational goal of Winters ISD *to help every child succeed*. Helping every child is what this project will do. This lending project will:

- *Create a 21<sup>st</sup> Century Learning Environment* using laptops, online digital instructional materials, electronic whiteboards and access to distance learning opportunities are available on a daily basis within the classrooms
- *Target High-Need Students* such as economically disadvantaged, at-risk and highly mobile students
- *Extend Classroom Learning Into the Home* for learning opportunities 24 hours a day, 7 days a week; to increase student interest, inquiry, analysis, collaboration, creativity, and content production; to reinforce math, science, reading, and ELA skills taught during the school day; to provide differentiated instruction as some students will need academic acceleration while other students will need remediation; and to build technology literacy as part of meeting grade-level Technology TEKS
- *Integrate Innovative Project-Based Learning* using text, graphics, images, sound and video as part of enrichment activities for personalized learning, especially for those students with learning disabilities
- *Improve Academic Performance* using online digital curriculum aligned with State challenging standards as measured by benchmark assessments including the Technology Application TEKS and STAAR assessments.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 200-904

Amendment # (for amendments only):

**TEA Program Requirement 2:** Describe a plan for providing internet access to student residences, residential centers, and/or on the buses that transport students (for whom a single ride lasts, on average, at least an hour) with the highest need for off-campus internet access. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Technology Team extensively investigated Internet access to students' homes by surveying parents and students as well as input from community and staff members. This initial assessment was conducted to determine how many students have Internet access at home. From the initial assessment the district determined that 20 students do not have Internet access including dial-up Internet access or DSL and students are not a school bus for more than 30-45 minutes. However, a more thorough assessment will be conducted after the grant award.

Winters will offer students a 3G/4G plan for those students who do not have Internet at home. If a student lives in a rural and remote area where 3G/4G service is not accessible then the district will work directly with the students' and their parents on a case-by-case basis to determine the best way to provide the student with home access.

It's important to note that all laptops purchased for the lending program will be come equipped with the technology needed for on-demand access to the Internet through WiFi for access while at school and either, a dial-up modem, DSL or 3G/4G service while at home.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 200-904	Amendment # (for amendments only):
<b>TEA Program Requirement 3:</b> Describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.	
<p>This lending project was developed to align laptops with the existing technology-based instruction and online math reading, ELA and science digital curriculum. Through the lending program, the 3<sup>rd</sup>-5<sup>th</sup> grade students will have access to this same curriculum that is used during the school day. Specifically, the lending program will extend classroom learning to the home to:</p> <ul style="list-style-type: none"> <li>• Create a 21<sup>st</sup> century learning environment at home with an immersion of laptops, access to the Internet and online digital instructional materials.</li> <li>• Offering new and extended-learning opportunities 24 hours a day, 7 days a week.</li> <li>• Access innovative text, graphics, images, sound and video into the project-based enrichment lessons to provide individual instruction, especially for those students with learning disabilities.</li> <li>• Access to innovative teaching methods that will allow for great levels of student interest, inquiry, analysis, collaboration, creativity, and content production.</li> <li>• Use innovative technology-based teaching strategies to build technology literacy, and build background knowledge in the core curriculum areas of reading, ELA, math and science.</li> <li>• Use innovative technology-based teaching and learning strategies will provide differentiated instruction for diverse learners, some of who will need academic acceleration or remediation on a daily basis</li> <li>• Access innovative technology-based teaching and learning strategies are aligned with State challenging standards including the core curriculum TEKS, Technology Application TEKS and STAAR assessments.</li> </ul> <p>WISD has approved a number of policies and procedures that are in place as part of the campus technology lending program. Students will receive instruction on internet safety, privacy &amp; security, relationships &amp; communication, cyberbullying, digital footprint &amp; reputation, self-image &amp; identity, information literacy, and creative credit &amp; copyright. If a student uses their mobile device for purposes other than educational, they will lose check-out privileges. Students and their parents will be required to have a printed copy of all lending programs forms and will be required to sign the forms and acknowledge they understand the rules, procedures, and consequences for not following policies and procedures. Students will be disciplined for inappropriate home-use just as they would be disciplined at school.</p>	
<b>TEA Program Requirement 4:</b> Describe how the applicant is using digital instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.	
<p>Winters ISD will use the following digital content during the timeframe of this grant and beyond for 3<sup>rd</sup> – 5<sup>th</sup> grade in the foundation subject areas of ELA, math, science and reading. The digital content to be used includes:</p> <p>Lexia, Discovery Ed, Study Island, AR, iStation, Reflex Math, StarFall, and the 5<sup>th</sup> Grade Science textbook.</p> <p>This online curriculum is accessible in the classrooms, throughout the campus, and at home using the new laptops. The online curriculum will be integrated into the curricula and instruction by the teachers to address differentiated instruction needs for the diverse learners, some of who will need academic remediation, acceleration, extended learning and enrichment on a daily basis to build background knowledge in math, science, reading and ELA to reach challenging academic standards.</p>	

**For TEA Use Only**

Changes on this page have been confirmed with:  Via telephone/fax/email (circle as appropriate)	On this date:  By TEA staff person:
-------------------------------------------------------------------------------------------------------	-------------------------------------------

**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 200-904

Amendment # (for amendments only):

**TEA Program Requirement 5:** Describe how the infrastructure and technical support is adequate to support students' anticipated use of devices through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Having a robust technology infrastructure for teacher and student use is very important to Winters ISD. The district has put in place a strong technology infrastructure throughout the single-campus that includes a local area network with Cat 5 wiring, hubs, switches and routers. The Internet Service is delivered by Region 15 Education Service Center. The entire campus including the library, common areas, classrooms and offices are Internet-ready through wired connections and numerous wireless access points (WiFi). This technology infrastructure gives the students the flexibility to use their laptops anywhere on campus to access the Internet and a wide-array of online information as well as the digital curriculum that has been adopted by WISD.

The Technology Director will provide technical support as he will ensure all digital instructional materials are accessible at school and through the loaned device. He will ensure the laptops are interoperable with other technology components in the classroom and throughout the school campus, and will ensure students have Internet access while at home. He will manage the local WiFi network, be responsible for maintaining and accounting for all equipment, and provide the teachers and students with ongoing technical and pedagogical support. The Technology director will provide teachers and students with ongoing technical support by maintaining the existing local/wide area networks and teachers will receive technical support on how to use their laptops and access online resources anytime, anywhere.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 200-904

Amendment # (for amendments only):

**TEA Program Requirement 6:** Describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will oversee the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Superintendent will have final oversight and decision-making over the program. He will meet with the technology director and business manager on a regular basis to ensure the project is being implemented on-time and within budget. The Elementary Principal will conduct classroom observations and review lesson plans to ensure teachers are integrating the laptops, online curriculum and resources, and the Internet into the instructional process. The Technology Director will purchase laptops and a data plan. He will ensure all digital instructional materials are accessible at school and through the loaned laptops. He will ensure the laptops are interoperable with other technology components in the classroom and throughout the school campus, and will ensure students have Internet access while at home. He will manage the local WiFi network, be responsible for maintaining and accounting for all equipment, and provide the teachers and students with ongoing technical and pedagogical support. He will provide the 3<sup>rd</sup>-5<sup>th</sup> grade teachers with the form to document the students' name, the date of the check-out, the serial number of the laptop, and will have a place for the student to sign the form. The librarian will be responsible for assigning a student an laptop using the laptop checkout form. The procedures for maintenance of the technology lending equipment are outlined in the WISD Internet, Acceptable Use and Technology Lending Agreement policy. Students are responsible for the general care of the Laptop they have been issued. The user policy provides students and parents with guidelines for taking care of the equipment which is listed as 1) Taking Care of Your laptop; 2) Carrying laptops; and 3) Screen Care for Your laptop. Laptops that are broken or fail to work properly must be taken to the library. Loaner laptops may be issued to students when they leave their laptop for repair. The Technology Director will collect student laptops at the end of the year for maintenance, cleaning, and software installation.

**TEA Program Requirement 7:** Describe how technology lending equipment will be accounted for per local policy, including providing insurance, if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Winters ISD has policies and procedures in place to inventory and account for each piece of technology equipment purchased. According to Winters ISD Board Policy, the District conducts an annual physical inventory of equipment that have been requisitioned by and delivered to the District. The results of the inventory shall be recorded in the District's files.

The accounting of the technology lending equipment will be entered into Winters's centralized asset management that typically accounts for all equipment in the district. Once the equipment is ordered and received, the Technology Director will assign a tracking number to each piece of equipment through a barcode system. The asset management system keeps a record of all technology equipment. The system also holds details of service schedules, maintenance records, and other information needed on each piece of equipment. The district believes that this is an efficient and effective way to keep track of when equipment need to be replaced, fixed, or maintained.

**Using local funds, Winters will add the laptops to the existing insurance policy.**

**Winters fully understands that grant funds cannot be used to replace lost, stolen or damaged equipment.**

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person: